LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nevada Joint Union High School District
CDS Code: 29-66357
School Year: 2024-25
LEA contact information:
Dan Frisella
Superintendent
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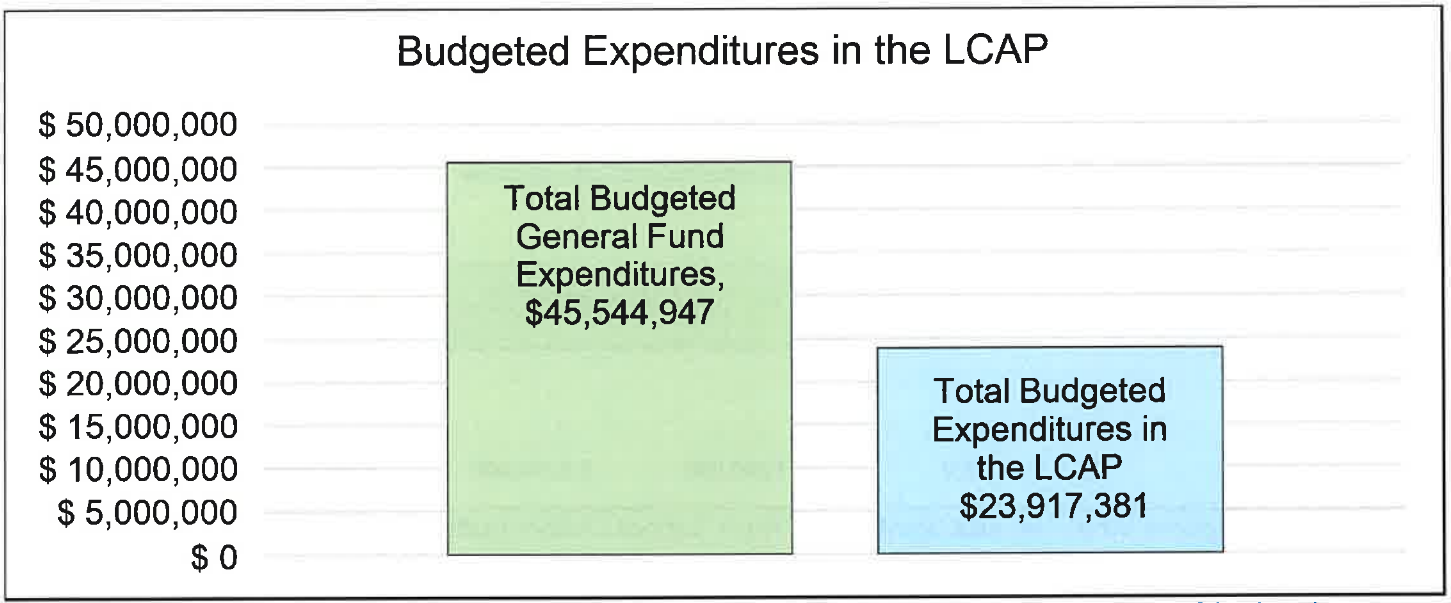
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Nevada Joint Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Nevada Joint Union High School District plans to spend $45,544,947 for the 2024-25 school year. Of that amount, $23,917,381 is tied to actions/services in the LCAP and $21,627,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP includes the following: administrative staff; stipends for coaching and other activities; the majority of classified staffing including clerical, maintenance and operations and district office personnel; utilities; legal fees; facility maintenance and operation costs; capital outlay; and technology expenses including staff and student devices, student information system and other subscriptions.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Nevada Joint Union High School District is projecting it will receive $2330291 based on the enrollment of foster youth, English learner, and low-income students. Nevada Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Nevada Joint Union High School District plans to spend $1,470,750 towards meeting this requirement, as described in the LCAP.

Some of our services for high needs students are funded through other sources. As the year materializes, more funding may be spent on high needs students.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nevada Joint Union High School District	Dan Frisella Superintendent	dfrisella@njuhsd.com 530-273-3351

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				• ELA: 61% meeting or exceeding standard (up 13.9%)	
2. Percentage of students districtwide completing A - G.	2. A-G completion - 36.5% for 2019-20 school year	2. A-G completion - 25.9% for 2020-21 school year	2. A-G completion - 38.1% for 2021-22 school year	2. A-G completion - 36.7% for 2022-23 school year	2. Percentage of students districtwide completing A - G will exceed 40%.
3. Percentage of students completing CTE course sequences.	3. Percentage of CTE completers in the 2019-20 school year - 18%	3. Percentage of CTE completers in the 2020-21 school year - 15%	3. Percentage of CTE completers in the 2021-22 school year - 16.4%	3. Percentage of CTE completers in the 2022-23 school year - 13%	3. Percentage of CTE completers will exceed 25%.
4. College and Career Readiness Indicator.	4. CCI Incidator for the 2018-19 school year - 44.1% Prepared	4. CCI Incidator for the 2020-21 school year - N/A, CCI not calculated due to COVID	4. CCI Incidator for the 2021-22 school year - N/A, CCI not calculated due to COVID	4. CCI Incidator for the 2022-23 school year - 35.6% Prepared	4. CCI Incidator will exceed 50%
5. Rate of teacher misassignments.	5. Rate of teacher misassignments for the 2019-20 school - 0%	5. Rate of teacher misassignments for the 2020-21 school - 0.9% (5 teachers, 1.20 FTE)	5. Rate of teacher misassignments for the 2021-22 school - 1.33% (1.33 FTE/136 teachers)	5. Rate of teacher misassignments for the 2022-23 school - 4.3%	5. Rate of teacher misassignments will remain at 0%.
6. Student access to standards aligned instructional materials.	6. District-adopted instructional materials are available to all students in the district. Curriculum/textbooks are selected in alignment with state standards and the	6. 2022 LCAP survey results for the question "Students/teachers have access to standards-aligned textbooks and materials" is as	6. 2023 LCAP survey results for the question "Students/teachers have access to standards-aligned textbooks and materials" are as	6. 2024 LCAP survey results for the question "Students/teachers have access to standards-aligned textbooks and materials" are as	6. LCAP survey results for the question "Students/teachers have access to standards-aligned textbooks and materials" will exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English proficiency (ELPAC).	the State Dashboard for 2019 reports 62.5% of EL student population making progress toward English language proficiency. No progress indicator has been generated for 2020.	not been calculated for 2020-21 due to COVID	the State Dashboard for 2022 reports 26.5% of EL student population making progress toward English language proficiency.	the State Dashboard for 2023 reports 36.4% of EL students are proficient according the the Summative ELPAC. 8 of 31 students progressed at least one level = 25.8%.	English proficiency (ELPAC) will exceed 65%.
8. English Learner reclassifcation rate.	8. Out of 45 English Learner students, 4 were reclassified in the 2019-20 school year - 8.8%.	8. English Learner reclassification rate for the 2020-21 school year - 4%.	8. English Learner reclassification rate for the 2021-22 school year - 2%.	8. English Learner reclassification rate for the 2022-23 school year - 29%.	8. English Learner reclassifcation rate will exceed 10%.
9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher.	9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher for the 2019-20 school year - 72.6%.	9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher for the 2020-21 school year - 59%.	9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher for the 2021-22 school year - 71.4%.	9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher for the 2022-23 school year - 55% (214/389).	9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher will exceed 74%.
10. Percentage of students "prepared" for college by Smarter Balanced Assessment according to the Early Assessment Program.	10. Percentage of students "prepared" for college by Smarter Balanced Assessment for the 2019-20 school year - 225/668, 33.7%.	10. Percentage of students "prepared" for college by Smarter Balanced Assessment for the 2020-21 school year - N/A, CAASPP not performed due to COVID	10. Percentage of students "prepared" for college by Smarter Balanced Assessment for the 2021-22 school year could not be obtained due to the College and Career measures report no longer being generated.	10. Percentage of students "prepared" for college by Smarter Balanced Assessment for the 2022-23 school year 21.4%.	10. Percentage of students "prepared" for college by Smarter Balanced Assessment will exceed 35%.

Curriculum Development did occur, but was paid for with CTE grant funding specific to the curriculum development. All other substantive actions listed in this goal area were carried out as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The cost of CTE teachers (action 1.2) was higher than planned due to additional staffing. The cost of the Turnitin.com renewal was lower than expected (action 1.4). Advanced Placement training was minimal this year as all of our AP teachers have served in the role for multiple years and the district received fewer requests for support of testing costs (action 1.5). The estimated actual expenditures for special education paraeducators were lower than budgeted due to staffing vacancies (action 1.7). EL tutoring is accommodated within the regular duty day of our existing staff and additional budget funds were not needed (action 1.16). The cost of the EL-supported studies classes was lower than anticipated but this action item was fully implemented (action 1.17). The cost of before and after-school tutoring was lower than expected but this action item was fully implemented (action 1.18). The cost of the ELA support class was lower than anticipated but this action item was fully implemented (action 1.19). The CTE Curriculum development budget to further develop dual enrollment opportunities and A-G alignment was not needed, as there was ample CTE-specific grant funding to cover the cost of these desired actions (action 1.20).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The following actions were determined to be effective and will continue into the new LCAP cycle: 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.16, 1.18, 1.20.

The following actions were determined to be ineffective as written and have been revised to better support the goals and metrics used to measure progress: 1.1, 1.5, 1.15, 1.17, and 1.19 were not implemented as described and the future focus will therefore be on implementing these as described. Action 1.14 has been revised to shift away from push-in support to a hybrid of push-in support and case management.

NJUHSD administration believes that progress in goal area 1 is and will continue to be impacted by the lasting learning loss felt as a result of the pandemic; however, all actions listed under goal 1 should collectively support measurable student improvements, including metric 1 - CAASPP scores for English Language Arts and math. Preliminary 2023-24 CAASPP data reflects Student performance on the CAASPP standardized test improving district-wide in both ELA and math. Math, 30.4% meeting or exceeding standard (up 6%), and ELA, 61% meeting or exceeding standard (up 13.9%).

Ongoing professional development - metric 1.3, in the area of professional learning communities (unpacking state standards, curriculum mapping, refining MTSS and FlexTime intervention, and assessment development) has led to more targeted, standards-aligned instructional

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	relevant". The averge percentage of stakeholder agreement is 75.2%.	relevant". The average percentage of stakeholder agreement is 78.6%.	relevant". The average percentage of stakeholder agreement is 79.8%.	stakeholder agreement is 79.8%.	
4. LCAP Survey - Teachers provide instruction based on the CA state standards	4. 2019-20 LCAP Survey results indicated that 74.3% of Parents, 70.9% of Students, 91.3% of Certificated Staff, 66.7% of Classified Staff, and 70.0% of Community members agree or strongly agree with the statement that "teachers provide instruction based on the CA state standards". The averge percentage of stakeholder agreement is 74.6%.	4. 2021-22 LCAP Survey results indicated that 68.2% of Parents, 79.8% of Students, 91.7% of Certificated Staff, 59.2% of Classified Staff, and 60% of Community members agree or strongly agree with the statement that "teachers provide instruction based on the CA state standards". The average percentage of stakeholder agreement is 71.9%.	4. 2022-23 LCAP Survey results indicated that 70.3% of Parents, 70.4% of Students, 95.3% of Certificated Staff, 56.8% of Classified Staff, and 78.6% of Community members agree or strongly agree with the statement that "teachers provide instruction based on the CA state standards". The average percentage of stakeholder agreement is 71.9%. Based on a lengthy discussion during the 2023 LCAP engagement process most educational partners felt only certificated staff and admin were appropriately equipped to answer this question.	4. 2023-234 LCAP Survey results indicated that 73.6% agree or strongly agree with the statement that "teachers provide instruction based on the CA state standards".	4. In the 2023-24 school year, stakeholder agreement with this statement, "teachers provide instruction based on the CA state standards" will be greater than an average of 77%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		size for those receiving EL support was 4 students).			
6. Dropout Rate	6. Those students who do not graduate with a regular high school diploma, do not otherwise complete high school, or who are still enrolled as a 5th year senior. 2019-20 = 13.8%	6. Those students who do not graduate with a regular high school diploma, do not otherwise complete high school, or who are still enrolled as a 5th year senior. 2020-21 = 12.5%. The state has not calculated a "drop out rate" since the 2016-17 school year.	6. Those students who do not graduate with a regular high school diploma, do not otherwise complete high school, or who are still enrolled as a 5th year senior. 2021-22 = Less than 1%. The state has not calculated a "drop out rate" since the 2016-17 school year.	6. Those students who do not graduate with a regular high school diploma, do not otherwise complete high school, or who are still enrolled as a 5th year senior. 2022-23 = 1.9%. The state has not calculated a "drop out rate" since the 2016-17 school year.	6. In the 2023-24 year, those students who do not graduate with a regular high school diploma, do not otherwise complete high school, or who are still enrolled as a 5th year senior will be less than 10%.
7. Graduation Rate for Silver Springs Continuation HS	7. The baseline for S.S.'s graduation rate is data from the 2021-22 academic year: 7. S.S.'s graduation rate for the 2021-22 school year was 70.9%, yielding a three-year average of 67.7%	Baseline established with 2021-22 data.	7. S.S.'s graduation rate for the 2021-22 school year was 70.9%, yielding a three-year average of 67.7%	7. S.S.'s graduation rate for the 2022-23 school year was 70.9%, yielding a three-year average of 62.9%	7. In the 2023-24 year, Silver Springs Continuation H.S.'s graduation rate, calculated using a 3 year average will exceed 70%.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal two continued to be supported in the 2023-24 academic year with a commitment to all students receiving a guaranteed and viable curriculum with clear measurements for progress in order to prepare students for post-secondary and/or career success. There were no

The District also did not meet the CTE internship goal. metric 2, of placing more than 80 students in internships. As a result, an internship coordinator was hired in a shared position through CTE and county services and it is anticipated that this additional support will positively impact the number of internships in out years.

The desired outcome for Metric 4, related to the LCAP Survey - In the 2023-24 school year, stakeholder agreement with this statement, "teachers provide instruction based on the CA state standards" will be greater than an average of 77%, improved slightly from the previous year, but was not met as survey results indicated that 73.6% agree or strongly agree. Despite the opinion of those surveyed, all courses of study are in alignment with the state standards, so further information needs to be gathered as to whether or not courses of study are being followed and/or if teachers are not front-loading students as to the alignment. Metric 5, which is related but specific to English learners, does reflect that the goal was met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2 is no longer a stand-alone goal for the next LCAP cycle and has instead been embedded into other related goals, such as goal 1. That being said, many of the intentions of goal 2 will continue on under the new umbrella goal.

The District will continue to engage in a professional development model where the departments are meeting districtwide during non-instructional days, as well as during minimum day Mondays, in an effort to support greater participation, as the substitute shortage has impacted the attendance of all and further impacts first instruction when classroom teachers are pulled out of class (action 2.1).

As part of NCSoS's oversight and support of the district, it was determined that Silver Springs Continuation High School saw a shift in CSI status and based on a "low" graduation rate, qualified by a 3-year average that falls under the threshold of 70%. In response, for goal 2 "Measuring and Reporting Results", metric 7 was added to monitor S.S.'s graduation rate specifically. Action 2.1 relating to professional learning communities will be expanded to support a greater focus on the intersectionality between Universal Design for Learning (UDL) strategies and Social Emotional Learning (SEL), within S.S.'s already established collaboration time, as teacher leaders who have gone 2023-24 Local Control and Accountability Plan for Nevada Joint Union High School District Page 36 of 96 through NCSoS's UDL program will provide a teach-the-teacher model, incorporating Kelvin SEL surveys into Silver Strong, data which can then be examined during collaboration to further determine what strategies and supports will best serve the immediate needs of students and keep them engaged. Like other portions of goal 2, the focus and related actions are now being housed in a separate goal for the new LCAP cycle, and is now a stand alone goal, written as follows: "Silver Springs Continuation High School will improve ELA proficiency, promote College and Career Readiness, and ensure an increase in the graduation rate, while actively lowering suspension rates, with a focus on supporting socioeconomically disadvantaged, homeless, and students with disabilities, through targeted interventions and supports."

Further changes initiated through the LCAP committee engagement process include removing action 2.5 related to the test management system Illuminate. It was determined that Illuminate is not being adequately utilized and therefore is not a justifiable expense. Staff who were using Illuminate are currently familiarizing themselves with other test management platforms and preparing for a transition in the 2023-24

Goals and Actions

Goal

Goal #	Description
3	Our district prioritizes equity, promoting an inclusive and safe school culture and climate, free from bias, that values meaningful stakeholder engagement and systemic support for all students, families, and staff members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Suspension Rates	1. The Suspension Rate for the 2019-20 school year was 3.0%	1. The Suspension Rate for the 2020-21 school year was 0.5%	1. The Suspension Rate for the 2021-22 school year was 4.6%.	1. 1. The Suspension Rate for the 2022-23 school year was 6.3%.	1. Suspension Rate of less than 3.0%.
2. Expulsion Rates	2. The Expulsion Rate for the 2019-20 school year was .07%	2. The Expulsion Rate for the 2020-21 school year was .00%	2. The Expulsion Rate for the 2021-22 school year was .94%.	2. The Expulsion Rate for the 2022-23 school year was .58%.	2. Expulsion Rate of less than .05%.
3. Attendance Rates	3. The Attendance Rate for the 2019-20 school year was 93.84%	3. The Attendance Rate for the 2020-21 school year was 91.54%. This was factored internally as there was no reporting due to the pandemic.	3. The Attendance Rate for the 2021-22 school year was 87.8%. The notable decrease can be attributed to coming back to full in-person instruction following the pandemic. Post-pandemic baseline.	3. The Attendance Rate for the 2022-23 school year was 87.39%. The notable decrease can be attributed to coming back to full in-person instruction following the pandemic. Post-pandemic baseline.	3. Attendance Rate greater than 90%.
4. Chronic Absenteeism Rate	4. The District Chronic Absenteeism Rate in 2019 was 18.9% (not calculated for 2020)	4. The District Chronic Absenteeism Rate for the 2020-21 school year is reported as 16.9%. This rate is likely impacted by	4. The District Chronic Absenteeism Rate for the 2021-22 school year is reported as 43.8%. Post-pandemic baseline.	4. The District Chronic Absenteeism Rate for the 2022-23 school year is reported as 36.6%. Post-pandemic baseline.	4. Chronic Absenteeism Rate of less than 43%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	emotionally safe at school". The averge percentage of stakeholder agreement is 75.8%.	emotionally safe at school". The average percentage of stakeholder agreement is 73.84%.	emotionally safe at school". The average percentage of stakeholder agreement is 72.2%.		
7. CA Healthy Kids Survey Participation	7. In 2019-20 school year, the CHKS participation rate was 70%.	7. In 2020-21 school year, the CHKS participation rate was 69.5%.	7. In 2022-23 school year, the CHKS participation rate was 67%.	7. This data point is collected annually and the survey is open into December. The District has not recieved the data summaries for the 2023-24 year yet.	7. In the 2023-24 school year, stakeholder participation in the CHKS will be greater than 80%
8.Student and Parent participation in the LCAP Survey	8. In 2020, 238 parents participated and 407 students participated.	8. In 2022, 433 parents participated and 354 students participated.	8. In 2023 there was a 117% increase in participation across all respondents (2022 - 938, 2023 - 2,034), 480 parents participated which equates to an 11% increase in parent respondents, and 1,381 students participated, which equates to a 290% increase in student participation.	8. In 2024 there was an overall increase in participation across all respondents (2022 - 938, 2023 - 2,034, 2024 - 2,169), 621 parents participated which equates to a 77% increase in parent respondents, and 1,371 students participated, just slightly below the previous year's participation rate.	8. In the 2023-24 school year, more than 500 parents and more than 500 students will participate in the LCAP survey.
9. LCAP Survey - Stakeholders are encouraged to provide input on, and to participate in,	9. 2019-20 LCAP Survey results indicated that 72.1% of Parents, 56.3% of Students, 81.7% of	9. 2021-22 LCAP Survey results indicated that 66% of Parents, 68.9% of Students, 67.7% of	9. 2022-23 LCAP Survey results indicated that 74.7% of Parents, 62.3% of Students, 74.8% of	9. 2023-24 LCAP Survey results indicate that 66.3% of those surveyed "agree" or "strongly	9. In the 2023-24 school year, stakeholder agreement with this statement,

were removed, based on input from the LCAP Committee in the 2021-22 academic year and that was upheld during this year's LCAP Committee engagement process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Breaking Down the Walls only had expenses for substitutes in 2022/23 so the cost was lower than budgeted (action 3.1). The district did not have expenditures for the Equity and Inclusion Initiative and has been evaluating strategies to continue this work (action 3.2). The Public Relations action item was not fully expended and the district continues to search for opportunities to enhance community and parent engagement (action 3.6). Transportation Services costs were higher than budgeted due to increases to routes and contract costs (action 3.7). The Restorative Practice Coaches were not utilized in 2022/23, this was funded by a set aside of Federal Special Education Revenue and the funds were shifted to other measures with the plan required for the funds (action 3.9).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3, which previously read "Our district prioritizes equity, promoting an inclusive and safe school culture and climate, free from bias, that values meaningful stakeholder engagement and systemic support for all students, families, and staff members." The intentions of this goal are now found in Goal 2: "Promote the Safety, Well-Being, and Culture of the school and district community through equitable and inclusive practices for all."

The following actions were determined to be effective and will continue into the new LCAP cycle under different goal areas: 3.1, 3.2, 3.5, 3.6, 3.7, 3.8, 3.9

Action 3.3 was determined to be ineffective and has been removed 3.3.

Action 3.5 was determined to be ineffective and has been modified from School Messenger to Parent Square for the coming year.

The specific actions in this goal area have had several positive impacts on district programs and schools, although specific progress in relation to the district's identified metrics continues to be impacted by the COVID-19 pandemic, as we saw sharp and unprecedented declines in suspension (metric 1) and expulsion rates (metric 2) during distance and hybrid learning and the data for the 2021-22 year is beginning to provide a new baseline. The District still feels that the RAYS program and restorative practices/circles, which have now been put in place at BR, SS, and NU are contributing to a reduction in suspensions, though skewed baseline data is making it very difficult to know how much.

Related to Attendance Rates (metric 3) and Chronic Absenteeism Rate (metric 4), the previous years' attendance rates and chronic absenteeism reflected substantial improvement which is also attributed to the pandemic, where "attendance" was not based on a traditional in-person model for all students. Further impacts in attendance and absenteeism can also be attributed to the lasting protocols of the

Goals and Actions

Goal

Goal #	Description
4	Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Suspension Rate	1. The Suspension Rate for the 2019-20 school year was 3.0%	1. The Suspension Rate for the 2020-21 school year was 0.5%	1. The Suspension Rate for the 2021-22 school year was 4.6%.	1. The Suspension Rate for the 2022-23 school year was 6.3%.	1. Suspension Rate of less than 3.0%.
2. LCAP Survey - Students feel emotionally safe at school.	2. 2019-20 LCAP Survey results indicated that 86.0% of Parents, 68.7% of Students, 85.7% of Certificated Staff, 78.4% of Classified Staff, and 60.3% of Community members agree or strongly agree with the statement that "students feel emotionally safe at school". The average percentage of stakeholder agreement is 75.8%.	2. 2021-22 LCAP Survey results indicated that 79.2% of Parents, 81.3% of Students, 71.1% of Certificated Staff, 77.6% of Classified Staff, and 60% of Community members agree or strongly agree with the statement that "students feel emotionally safe at school". The average percentage of stakeholder agreement is 73.84%.	2. 2021-22 LCAP Survey results indicated that 85.6% of Parents, 75.7% of Students, 79.2% of Certificated Staff, 70.6% of Classified Staff, and 50% of Community members agree or strongly agree with the statement that "students feel emotionally safe at school". The average percentage of stakeholder agreement is 72.2%.	2. 2023-24 LCAP Survey results indicate that 78.6% of students "agree" or "strongly agree" with the statement that students feel safe at school. The average of all respondents was 86.6%.	2. In the 2023-24 school year, stakeholder agreement with this statement, "students feel emotionally safe at school" will be greater than an average of 80%.
3. LCAP Survey - Student feel involved	3. 2019-20 LCAP Survey results indicated that 82.7%	3. 2021-22 LCAP Survey results indicated that 77.4%	3. 2022-23 LCAP Survey results indicated that 84.2%	3. 2023-24 LCAP Survey results indicate that 71.5% of	3. In the 2023-24 school year, stakeholder

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4, "Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. The intentions of this goal are now found in Goal 2: "Promote the Safety, Well-Being, and Culture of the school and district community through equitable and inclusive practices for all."

The following actions were determined to be effective and will continue into the new LCAP cycle under different goal areas: 4.1, 4.2, 4.4, 4.7, and 4.8.

The following actions were determined to be ineffective as written and have been removed 4.3, 4.5, 4.6.

The district initially experienced an improved suspension rate from 11.1% in 2018-19 to 0.5% in 2020-21 which was due to the COVID pandemic and distance or hybrid learning models, and fewer students on campus; however, the district has seen an expected increase in suspension rates, back up to 4.6% in 2021-22, which we do feel is being mitigated below the pre-pandemic rate thanks to the Base Education (action 4.1), as well as staff training and development of social-emotional learning curriculum (action 4.3), and restorative practices and RAYS, mentioned in goal 3. The addition of a school social worker on the Silver Springs campus has provided a safe space for students to choose to take a break with the positive support of a school social worker, as an alternative to acting out behaviors that could potentially lead to expulsion. The district's LCAP survey demonstrated that overall parents feel more positive about their student's engagement as metric 2 reflected parent responses had positively increased by 6.8% and sense of emotional safety as metric 3 had positively increased by 6.4%; however, students ranked both of these areas as declining - 6.1% decline in positive opinions related to feeling involved and engaged and a 5.6% decline in positive opinions about feeling emotionally safe., which in large part could be attributed to the fact that in previous years the largest number of student responses was coming from Ghidotti and now all sites have large participation rates, regardless, with our most recent effort to elicit responses from all students we need to monitor the student data points closely in future years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4, "Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. The intentions of this goal are now found in Goal 2: "Promote the Safety, Well-Being, and Culture of the school and district community through equitable and inclusive practices for all."

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				on the CAASPP standardized test (2024 Preliminary Scores) • Math: 30.4% meeting or exceeding standard (up 6%) • ELA: 61% meeting or exceeding standard (up 13.9%)	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The actions listed in this goal area were largely carried out as planned. The only substantive difference in planned actions and actual implementation existed in action 5.5 - increased counselor services were discontinued in April 2023 when the temporary counselor filling that position, vacated the position and the vacancy was not filled. This support was intended to end at the close of the 2022-23 academic year and the fade in services took place in the same manner it would have if the position was filled through the end of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

APEX sections offered at Nevada Union and Bear River were less than anticipated based on student need (action 5.2). The Flex Time

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

Nevada Joint Union High School District

Innovative Educational Communities

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nevada Joint Union High School District	Dan Frisella Superintendent	dfrisella@njuhsd.com 530-273-3351

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

- Semi-rural district serving grades 9-12 (2,489 students)
- 5 schools (2 comprehensive high schools, 1 early college high school, 1 independent study high school, 1 continuation high school)
- 38.9% Socioeconomically disadvantaged (SED)
- 1.7% English Learner (EL) students
- Equity Multiplier School: Silver Springs Continuation

- Graduation: 86.5% graduated, with a decline of 3.2% from the previous year. The graduation rate for socioeconomically disadvantaged students is 79.9% with a decline of 5.1%.
- College and Career Indicator: 35.6% of all students are prepared; however, only 2.2% of homeless students are prepared (46/599).
- Suspensions: 6.3% of students are suspended for at least one day, an increase of 1.6%. For homeless students, the percentage is 16.9%, which is an increase of 2.7%. For socioeconomically disadvantaged students, the percentage is 9.6%, which is an increase of 2.3%. For students with disabilities, the percentage is 12.5% with an increase of 2.6%. For students who identified they are two or more races, the percentage is 9.8%, which is an increase of 1.4%.

Performance indicators for specific student groups have additionally qualified the District for Differentiated Assistance (DA). Low performance on the SBAC in ELA and math has been noted for the District's socioeconomically disadvantaged and homeless students, as well as those with disabilities. High suspension rates have been an area of concern for the same three student groups. Low graduation rates are an area of concern related to socioeconomically disadvantaged students. College and career readiness is an area of concern specific to homeless students. Each of these student groups, specific to the identified indicator areas will be addressed through our continued DA work.

The District has met the following standards; Basics (teachers, instructional materials, and facilities), Implementation of Academic Standards, Parent and Family Engagement, Access to a Broad Course of Study, and the Local Climate Survey.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As indicated on the previous section related to Annual Performance, Performance indicators for specific student groups qualified the District for Differentiated Assistance (DA). These areas are as follows: Low performance on the SBAC in ELA and math has been noted for the District's socioeconomically disadvantaged and homeless students, as well as those with disabilities. High suspension rates have been an area of concern for the same three student groups. Low graduation rates are an area of concern related to socioeconomically disadvantaged students. College and career readiness is an area of concern specific to homeless students. Each of these student groups, specific to the identified indicator areas will be addressed through our continued DA work.

As a response to NJUHSD's status in DA the following change ideas are in various stages of implementation or are being considered with the support of the Nevada County Superintendent of Schools. Districtwide Professional Learning Communities (PLC) support department collaboration and the establishment of common Essential Learning Outcomes (ELOs) and common assessments, which have brought about a much higher degree of accountability and shared commitment to student outcomes. This is also the vehicle for more targeted intervention through the implementation of Flex Time which occurs at the district's two largest comprehensive sites Nevada Union and Bear River. Flex Time is a mechanism to strategically support individual academic needs across all subject areas and for students at the comprehensive sites supporting students with disabilities, as well as those who are socioeconomically disadvantaged and those who are homeless. In addition to providing support for ELA and math, which promotes higher achievement on the SBAC, it is also intended to serve as a mechanism of connectedness, as all students are assigned an advisor who supports the student throughout all high school years and monitors areas of need, as well as assigning intervention for courses which the student may be in danger of not passing. This becomes an additional safety net, beyond the student's school counselor, that supports graduation and college and career readiness performance.

- 1 - LCAP Advisory Committee

January 19, 2024 - District LCAP Advisory Committee
March 7, 2024 - District LCAP Advisory Committee
May 10, 2024 - District LCAP Advisory Committee
The district utilizes a unique and in-depth approach to developing and updating its annual LCAP. The LCAP Advisory Committee is made up of 36 representatives, representing each school site and educational partner group and seeks the following representation; 6 students, 6 teachers, 6 parents, 6 classified staff, 6 community members, and 6 administrators. Represented by parent and student groups are Foster Youth, Low-income, and Special Education populations.

Each of the three annual committee meetings serves a specific function in the development of the LCAP. The first meeting provides a general overview of the LCAP development process, including purpose and roles. Input on what's going well and not so well in the district (Winds and Anchors), update on progress toward LCAP goals, data metrics relevant to LCAP goals, and the LCFF state priorities. Also included in this session is Educational Camps, where LCAP members can suggest areas they'd like to hear more about, after which they get to choose two sessions to attend, approximately 45 minutes each, with an opportunity for the group to engage directly with District leadership specific to the area(s) of interest. Sessions have ranged from CTE and facilities to academic performance and testing. Day 2, focuses on LCAP survey data, which for the 2023-24 year saw 2,162 responses, with students accounting for 63% of the responses, parents/guardians representing 29% of the responses, the remaining responses coming from the other educational partner groups represented by the LCAP Committee. Day 2 also provides an opportunity for feedback on District initiatives with site feedback on an activity called Start, Stop, Keep, Fix, a budget overview, and the identification of district spending priorities to be included in the LCAP. The third and final day is an opportunity to revisit Stop, Start, Keep, Fix with a District lens. Review of the LCAP document and final recommendations from the LCAP committee. Also included at the start of the new LCAP cycle, such as this year, is an opportunity for feedback and word-smithing on the LCAP goals and metrics.

- 2 - Administrative Management Team Meetings

The district's Management Team includes district admin, principals, assistant principals, and directors. The team meets monthly for planning purposes to discuss ongoing academic achievement, student intervention and well-being, and overall program evaluation. The team provides leadership, analysis, and decision-making input on various aspects of the LCAP and the specific programs, expenditures, and activities outlined in the plan. Additionally, the principals meet monthly for more visionary and programmatic decisions.

- 3 - LCAP Survey

Survey window - the month of March (4 weeks)
Based primarily on the eight state LCFF priorities, the district issued its annual survey for parents, students, certificated & classified staff, and community members. Survey questions have been vetted by the LCAP Advisory Committee, and the survey was administered using Google Forms. For the 2023-24 school year, there were a record number of responses 2,162 (1,374 students, 621 parents, 106 certificated staff, 53 classified staff members, and 8 community members, up from the year prior which had 2,034.

- 4 - California Healthy Kids Survey

The California Healthy Kids Survey is completed by students, staff, and parents each fall. The 2023-24 window for the report was October - December. The LCAP Advisory Committee was provided access to this data at its first meeting to build capacity for decision-making.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Elevate academic achievement by employing and retaining high-quality educators who improve teaching and learning, by developing clear measures of progress and performance.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP Advisory Committee reviewed the State's 8 Priorities along side the 5 goals the NJUHSD Board of Trustees set for the Superintendent. Initially, District leadership felt two of the Superintendent's goals broadly covered the 8 state priorities; however, following feedback and review from the LCAP Committee in the first of three meetings, some additional areas of need were identified, especially when comparing the goals from the previous cycle, which specifically outlined the correlation between academic achievement and the employment and retention of high quality educators. As the LCAP committee reviewed this broad goal it became apparent that many of the areas that were red on the dashboard and would be more typically addressed under a focus goal also applied.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance on the CAASPP standardized test and EAP.	Student performance on the CAASPP standardized test (2023) • Math: 24.41% meeting or exceeding standard and performing 99.3 points			In alignment with state performance for 2026-27: • Math: 35% meeting or exceedin g standard,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below standard. • CAST: 30.18% meeting or exceeding standard.			points below standard. Homeless students will perform no more than 68 points below standard. Students with disabilities will perform no more than 97 points below standard. • CAST: 32% meeting or exceeding standard.	
1.2	English Learner progress towards English proficiency (ELPAC)	English Learner Progress indicator on the State Dashboard for 2023 reports 36.4% of EL students are making progress towards English proficiency.			In alignment with state performance for 2026-27: English Learner Progress indicator on the State Dashboard of 49%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					districtwide.	
1.5	Broad course of study offered for all students.	I have equal access to a variety of courses and programs at my school (ex. math, English, electives, extracurricular programs, etc.) for the 2023-24 academic year - 89.8%, as reported by students as "agree" or "somewhat agree" annually on the LCAP survey.			2026-27: Equal access to a variety of courses and programs at my school (ex. math, English, electives, extracurricular programs, etc.) to exceed 92%, as reported by students as "agree" or "somewhat agree" annually on the LCAP survey.	
1.6	Sufficiency of Instructional Materials	Local Indicators Self-Reflection Tool 2023-24 reported 0, 0% of students are without access to standards-aligned instructional materials.			2026-27: Continue to ensure that 0 students are without access to standards-aligned materials.	
1.7	All NJUHSD facilities meet the "Good Repair" standard.	Local Indicators Self-Reflection Tool 2023-24 reported 4 out of 5 facilities met the "Good Repair" standard, as identified in the FIT report. Only Bear River was in "Fair" condition.			2026-27: All NJUHSD sites will be in "Good Repair" according the the FIT report.	
1.8	EL Reclassification Rate	During the 2023-24 academic year, 10 students reclassified,			In alignment with state performance for 2026-27: EL	

Action #	Title	Description	Total Funds	Contributing
1.2	Intervention Specialists	Teachers on special assignment (TOSA) in the position of Intervention Specialist to support the academic, social-emotional, and behavioral needs of students. Bear River - 1.0, Ghidotti - .50, Nevada Union - 1.0, Silver Springs - 1.0. Total 3.5 FTE. This action will support at risk student groups (homeless, students with disabilities, and socioeconomically disadvantaged) and connect students with services positively impacting college and career readiness, academic performance in both ELA and math, as well as support more positive interventions and supports, potentially reducing suspensions.	$490,000.00	No
1.3	Special Education Teachers	Salaries for Special Education teachers (24 FTE). This action will support students with disabilities reaching their academic potential in both ELA and math.	$3,075,000.00	No
1.4	Special Education Paraeducators	Salaries for Special Education paraeducators (28 FTE). This action will support students with disabilities in reaching their academic potential in both ELA and math, as well as providing a more supportive environment which should impact the number of suspensions.	$1,680,000.00	No
1.5	Professional Development	Professional development funding for content area-specific needs, PLCs, MTSS/UDL efforts, instructional technology, and other instructional strategy development. This action will support at risk student groups (homeless, English learners, students with disabilities, and socioeconomically disadvantaged) and connect students with services positively impacting college and career readiness, academic performance in both ELA and math, as well as support more positive interventions and supports, potentially reducing suspensions.	$22,000.00	No
1.6	English Language Development	Two sections of English Language Development classes at Nevada Union (.33 FTE).	$41,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	FastForword	Evidence-based reading program to support literacy for struggling learners, students with disabilities, English Learners, or other reading/literacy needs. This action will support at risk student groups (homeless, students with disabilities, and socioeconomically disadvantaged) and connect students with services positively impacting college and career readiness, academic performance in ELA.	$37,150.00	No
1.14	iReady	Evidence-based reading program to support foundational math concepts for struggling learners, students with disabilities, or other basic math needs. This action will support at risk student groups (homeless, students with disabilities, and socioeconomically disadvantaged) and connect students with services positively impacting college and career readiness, academic performance in math.	$21,056.00	No
1.15	Turn It In	Turn It In.com is a tool for reviewing student writing samples.	$12,080.00	No
1.16	No Red Ink	Writing conventions application to support student progress to state standards in ELA.	$20,000.00	No
1.17	Class Size Reduction	Smaller class sizes for freshman core classes of 28:1 for English I, Health, Integrated Math I, and Applied Foundations in Integrated Math. This action will support all student groups, particularly those at risk student (homeless, students with disabilities, and socioeconomically disadvantaged), positively impacting college and career readiness, academic performance in both ELA and math, as well as potentially reducing suspensions.	$437,500.00	No
1.18	WASC Coordinators	Stipend support for staff who facilitate educational partner engagement and author WASC reports. WASC coordinators are responsible for the collection of educational partner feedback and tracking data surrounding progress toward WASC goals and action plans. Stipend positions for schools in a mid-cycle review or full review.	$5,745.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote the Safety, Well-Being, and Culture of the school and district community through equitable and inclusive practices for all.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LCAP Advisory Committee reviewed the State's 8 Priorities along side the 5 goals the NJUHSD Board of Trustees set for the Superintendent. Initially, District leadership felt two of the Superintendent's goals broadly covered the 8 state priorities; however, following feedback and review from the LCAP Committee, some additional areas of need were identified. Additional consideration was given to the 5 performance indicator areas identified on the "Nevada Joint Union High School District Scorecard", which outlines annual performance by site and district, relative to state performance in five main catagories; enrollment, academic success, discipline, attendance and culture & student well being. It was noted that "Culture & Student Well-Being" have become an area of increasing focus and need, particularly coming out of the pandemic and the LCAP Committee wanted to ensure that specific actions were being taken to "promote" safety, well-being, and culture, specifically through "equitable and inclusive practices for all."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates	The suspension rate for the 2022-23 school year was 6.3%. For homeless students, this rate was 16.9%. For socioeconomically disadvantaged students it was 9.6%. For students with			In alignment with state performance for 2026-27: A suspension rate of 3.5% or less. For homeless students, 6.5% or less. For socioeconomically disadvantaged	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"students feel emotionally safe at school".				
2.7	LCAP Survey - students feel comfortable asking for support from staff.	2023-24 LCAP indicated that 75.9% of Students agree or strongly agree with the statement "I feel comfortable asking for support from staff". • Survey results at Silver Springs indicated that 94.5% of Students agree or strongly agree with the statement "I feel comfortable asking for support from staff".			2026-27: Agreement with the statement, "I feel comfortable asking for support from staff" will be greater than 80%. • Silver Springs Agreement with the statement, "I feel comfortable asking for support from staff" will be greater than 96%.	
2.8	LCAP Survey Participation	2023-24 LCAP Survey participation of students was 56%(1,374/2,451).			2026-27: Student participation in the LCAP survey will be greater than 65%.	
2.9	CA Healthy Kids Survey Participation	In 2022-23 school year, the CHKS participation rate for students was 82.9%			2026-27: Student participation in the CHKS survey will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th, and NT: 55.7%				
2.12	CHKS survey - safety	CHKS survey question related to school being perceived as very safe or safe responses were averaged between 9th, 11th, and NT yielding an average of 54.3%. • Two or more ethnicities were averaged between 9th, 11th, and NT: 49% • White were averaged between 9th, 11th, and NT: 57.7%			2026-27: Student responses on the CHKS survey related to school being perceived as safe or very safe will be greater than 64% for all student groups listed.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

Action #	Title	Description	Total Funds	Contributing
2.6	Transportation Services	Transportation services are provided for home to school transportation for all students, principally directed at supporting student/families lacking sufficient means to get to school.	$750,000.00	Yes
2.7	Adolescent Family Life Program (AFLP)	Case management services for early pregnancy support. This position is supported by outside county grants. Funding supports staffing, materials and supplies, and program software.	$60,700.00	No
2.8	BASE Education Curriculum	Social-emotional learning (SEL) curriculum used for tier one instruction, as well as in response to student incidents during oncampus intervention.	$3,500.00	No
2.9	STARS Counseling	Licensed therapists to provide mental health support to students referred to the STARS program (Student Assistance Resources and Support).	$333,500.00	No Yes
2.10	Mental Health Supports	Training and professional development surrounding mental health supports (non-violent communication, teen mental health, mindfulness)	$13,000.00	No
2.11	School Social Worker - SSHS	Addition of a school social worker to support the counseling and social-emotional needs of students at Silver Springs High School.	$136,000.00	Yes
2.12	Wellness Center	Wellness centers have been established and will be maintained at NU, BR and SS, enabling both drop in student support and supporting students who have been referred for regular services.	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will develop and demonstrate the knowledge, attitudes, and skills necessary for success in College, Career & Life.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP Advisory Committee reviewed the State's 8 Priorities along side the 5 goals the NJUHSD Board of Trustees set for the Superintendent. Initially, District leadership felt two of the Superintendent's goals broadly covered the 8 state priorities; however, following feedback and review from the LCAP Committee, some additional areas of need were identified. Additional consideration was given to the 5 performance indicator areas identified on the "Nevada Joint Union High School District Scorecard", which outlines annual performance by site and district, relative to state performance in five main catagories; enrollment, academic success, discipline, attendance and culture & student well being. It was noted that under the heading of "Academic Success" the district has historically had a robust focus on Career Technical Education (CTE), as well as ensuring that student experiences in high school are relevant to life after high school, ranging from college preparedness, life preparedness, and/or career preparedness. Given that this focus is a prominent part of the "experience" that students in the district are afforded and a priority for our local industries, which work very collaboratively with our students and schools, it was determined that a third goal was warranted.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	College and Career Readiness Indicator	CCI Indicator for the 2022-23 school year - 35.6% Prepared.			In alignment with state performance for 2026-27: CCI Indicator - 44% or more "prepared"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		on the criteria established by the counseling department.			criteria established by the counseling department.	
3.7	Graduation Rate	The NJUHSD graduation rate for the 2022-23 academic year was 86.5%			2026-27: The NJUHSD graduation rate will exceed 90%.	
3.8	Dropout Rate	The NJUHSD 4-yr adjusted cohort dropout rate for the 2022-23 academic year was 9.2% (55/600)			In alignment with state performance for 2026-27: The NJUHSD 4-yr adjusted cohort dropout rate will not exceed 6.5%.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Silver Springs Continuation High School will improve ELA proficiency, promote College and Career Readiness, and ensure an increase in the graduation rate, while actively lowering suspension rates, with a focus on supporting socioeconomically disadvantaged, homeless, and students with disabilities, through targeted interventions and supports.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of the 2023 Dashboard data indicated that Silver Springs Continuation High School students had lower performance in English Language Arts, fewer students prepared on the College and Career Indicator, a lower graduation rate and a higher suspension rate, particularly for students who are socio-economically disadvantaged, homeless, or are students with disabilities. These factors have resulted in SS being an Equity Multiplier School site. Additionally, feedback on the 2024 LCAP survey, specific to SS students, families, and staff, as well as the feedback recieved through the LCAP Committee process indicated that while the site offers many supports, the needs of the students still exceed the staff's ability to ensure students are attending regularly, as well as getting the academic and social-emotional support they need to successfully complete the graduation requirements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Silver Springs student performance on the CAASPP standardized test in ELA	SS ELA: Declined 19.7 points and is currently 200.3 points below standards, when compared to the District at 35.1 points below standard. Socioeconomically disadvantaged students			The gap in performance between SS students and the District will decrease by a point value of at least 50% or 83 points. The gap in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		socioeconomically disadvantaged students, and 23.9% for students with disabilities. The District average was 6.3% and the state average was 3.5%.				
4.5	Silver Springs Graduation Rate	S.S.'s graduation rate for the 2022-23 school year was 70.9%, yielding a three-year average of 62.9%. The graduation rate of socioeconomically disadvantaged students was 62.5% and white students was 66.2%.			SS's 3-year average graduation rate for the cohort will exceed 68% and the graduation rate of socioeconomically disadvantaged students and white students will also exceed 68%.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

Action #	Title	Description	Total Funds	Contributing
4.8	BCBA	Board Certified Behavior Analyst position, one day a week to support all students demonstrating behaviors. Additionally, supports staff in interactions and policy.	$50,343.00	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Math Lab **Need:** Below grade level achievement in math. **Scope:**	CAASPP, SBAC scores in math are low across all student subgroups and particularly with socio-economically disadvantaged students, students with disabilities, and white students. These courses will serve students exhibiting a need based on the 9th-grade math screener, teacher recommendations, and the student's math grade. While math labs are focused on supporting students who may or are struggling with Integrated I, there will also be some math lab support courses for Integrated II students.	1.1 Student performance on the CAASPP, SBAC math standardized test
1.23	**Action:** Credit Recovery Courses **Need:** Students, particularly those who are low inclome, have greater odds of not graduating due to insufficient credits. **Scope:** Schoolwide	Providing credit recovery opportunities for these students can mean the difference between graduating or not.	
2.2	**Action:** Equity and Inclusion Initiative **Need:** **Scope:** LEA-wide		
2.6	**Action:** Transportation Services **Need:**		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Language Development **Need:** Support for students who are English Learners and who scored at a level 1 or 2 on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	This support class offers elective credit with a focus on learning English, while also allowing opportunities to practice concepts tested on the ELPAC, given annually.	1.2 English Learner progress towards English proficiency (ELPAC)
1.7	**Action:** English Learner Paraeducator Support **Need:** Support for students who are English Learners, particularly those who scored at a level 1 or 2 on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	Provides strategic classroom support for those EL students with the greatest need, while providing a mechanism of monitoring all EL student in their acquisition of English, as they work towards reclassification and graduation.	1.2 English Learner progress towards English proficiency (ELPAC).
1.19	**Action:** Supplemental EL Materials **Need:** Students who are designated as English Learners are not being designated as English fluent at the same rate as is common across the state.	By providing appropriate materials for EL students, they will have the additional support necessary to gain fluency at a rate that more closely aligns with the state average.	1.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.11	**Action:** School Social Worker - SSHS **Need:** Silver Springs serves a number of "at-risk" youth and the social worker position is to support the most vulnerable students. **Scope:** Limited to Unduplicated Student Group(s)	The social worker assigned is a trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy.	2.7
3.2	**Action:** Advanced Placement Supports **Need:** Low income students are historically underserved in AP courses. **Scope:** Limited to Unduplicated Student Group(s)	By providing funding to cover the cost of AP tests specific to low income students, as well as further AP training for staff, we believe AP access will be increased.	3.5

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage t Increase or Improv Services for the Com School Year (3 + Carryover %)
Totals	$30,052,763	$2,330,291	7.754%	0.000%	7.754%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$16,267,224.00	$6,267,726.00	$440,239.00	$942,192.00	$23,917,381.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	L
1	1.1	High Quality Teachers and Staff	All	No			All Schools	Annually	$12,375,000.00	$0.00	$12
1	1.2	Intervention Specialists	All Students with Disabilities Particular focus on services for special population	No			Specific Schools: Nevada Union, Bear River, Silver Springs, and North Point Academy	Annually	$490,000.00	$0.00	$4
1	1.3	Special Education Teachers	Students with Disabilities	No			All Schools	Annually	$3,075,000.00	$0.00	
1	1.4	Special Education Paraeducators	Students with Disabilities	No			All Schools	Annually	$1,680,000.00	$0.00	
1	1.5	Professional Development	All Students with Disabilities EL, homeless, foster, migrant, military	No			All Schools	Annually	$22,000.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	L
1	1.14	iReady	All Additonal focus on students with disabilities and unduplicated pupils.	No			Specific Schools: Nevada Union, Bear River, North Point Academy , Silver Springs. 9th - 11th	Annually	$0.00	$21,056.00	$
1	1.15	Turn It In	All	No			All Schools	Annually	$0.00	$12,080.00	$
1	1.16	No Red Ink	All	No			All Schools	Annually	$0.00	$20,000.00	$
1	1.17	Class Size Reduction	All	No			All Schools 9th	Annually	$0.00	$437,500.00	$
1	1.18	WASC Coordinators	All	No			All Schools	Annually	$0.00	$5,745.00	$
1	1.19	Supplemental EL Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annually	$0.00	$15,000.00	$
1	1.20	EL After School Tutoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annually	$0.00	$5,000.00	$
1	1.21	EL Supported Studies	English Learners	Yes	Limited	English	Specific		$0.00	$41,250.00	$

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	L
							- 12th				
2	2.12	Wellness Center	All	No			Specific Schools: Bear River, Nevada Union, Silver Springs 9th-12th	Annually	$0.00	$150,000.00	
2	2.13	On Campus Intervention (OCI)	All	No			Specific Schools: Bear River, Nevada Union, Silver Springs	Annually	$123,000.00	$0.00	$
2	2.14	STARS Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$152,000.00	$0.00	$
3	3.1	CTE Teachers						Annually	$0.00	$2,045,000.00	
3	3.2	Advanced Placement Supports	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Bear River, Ghidotti, Nevada Union, North Point 11th and 12th	Annually	$0.00	$7,500.00	
3	3.3	Low-Enrolled AP Courses/Dual Enrollment						Annually	$0.00	$125,000.00	$
3	3.4	CTE Curriculum	All	No			All	Annually	$0.00	$3,157.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$30,052,763	$2,330,291	7.754%	0.000%	7.754%	$1,470,750.00	0.000%	4.894 %	**Total:**	$1,470,750.00
								LEA-wide Total:	$1,068,750.00
								Limited Total:	$297,000.00
								Schoolwide Total:	$105,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Nevada Union, and other sites as needs warrant.	$41,250.00	
1	1.7	English Learner Paraeducator Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Nevada Union, and other sites as needs warrant.	$131,000.00	
1	1.8	ELA Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bear River and Nevada Union 9th, 10th	$21,250.00	
1	1.9	Math Lab				Specific Schools: Bear River and Nevada Union 9th, 10th	$150,750.00	
1	1.19	Supplemental EL Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	
1	1.20	EL After School Tutoring	Yes	Limited to Unduplicated	English Learners	All Schools	$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,803,409.00	$23,235,196.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High Quality Teachers and Staff	No	$11,295,185.00	$11,940,850
1	1.2	CTE Teachers	No	$1,837,225.00	2042500
1	1.3	Professional Development	No	$25,000.00	26364.23
1	1.4	Turnitin.com	No	$13,000.00	12080.25
1	1.5	Advanced Placement Supports	Yes	$7,500.00	0
1	1.6	Special Education Teachers	No	$2,912,300.00	3003650
1	1.7	Special Education Paraeducators	No	$1,650,460.00	1604722
1	1.8	WASC Coordinators	No	$6,750.00	18000
1	1.9	Class Size Reduction	Yes	$435,875.00	437500
1	1.10	Intervention Specialists	Yes	$548,365.00	442000
1	1.11	Low-Enrolled AP Courses	No	$124,490.00	125000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Test Management System (Illuminate DnA)	No		0
2	2.6	EL Coordinator	Yes	$27,020.00	21250
2	2.7	No Red Ink	No	$20,000.00	0
2	2.8	Fast ForWord	No	$37,150.00	37150
2	2.9	Nevada County Book in common	No	$2,500.00	750
2	2.10	Data/Flex Time Support	No	$80,410.00	62500
3	3.1	Breaking Down the Walls	No	$35,000.00	0
3	3.2	Equity and Inclusion Initiative	Yes	$35,000.00	13203
3	3.3	Contraband Canines	No	$0.00	0
3	3.4	School Messenger	No	$4,000.00	0
3	3.5	Restorative Practices Coordinator	Yes	$34,805.00	35000
3	3.6	Public Relations	No	$15,000.00	10500
3	3.7	Transportation Services	Yes	$700,000.00	1250000
3	3.8	Adolescent Family Life Program (AFLP)	No	$56,275.00	60700

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	Particpation in Differentiated Assistance	No		
6	**6.2**	Participation in PLC Training	No	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Restorative Practices Coordinator	Yes	$34,805.00	35000		
3	3.7	Transportation Services	Yes	$700,000.00	1250000		
4	4.2	Additional STARS Counseling	Yes	$124,585.00	333500		
4	4.3	SEL Curriculum Development	Yes	$3,500.00	0		
5	5.2	APEX Credit Recovery Courses	Yes	$82,625.00	83000		
5	5.3	Flex Time Scheduler	Yes	$4,800.00	5200		

Local Control and Accountability Plan Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**